

**DETERMINANTS OF EFFECTIVENESS OF YOUTH ENTERPRISE  
DEVELOPMENT FUND IN GILGIL SUB-COUNTY, NAKURU COUNTY,  
KENYA.**

**BY**

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**DECLARATION**

This project is my original work and has not been presented for a degree or any other award in any other university.

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## **DEDICATION**

This work is dedicated to my husband Mr.PeterKibwage for his moral and financial support and encouragement in the course of my study, my children Angelah Zawadi and Zachary Kibwage for being there, supporting and understanding me during the study period. It is also dedicated to my parents Mr. and Mrs. Wanga who taught me the value of education and hard work.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AfDB</b>	-African Development Bank.
<b>C-YES</b>	-Constituency Youth Enterprise Scheme
<b>Divisional YEDFC</b>	-The Divisional Youth Enterprise Development Fund Committees
<b>FIs</b>	-Financial Intermediaries
<b>KNBS</b>	- Kenya National Bureau of Statistics
<b>MDGs</b>	-Millennium Development Goals
<b>MFI</b>	-Micro Finance Institutions
<b>MSE</b>	-micro and small enterprises
<b>NGOs</b>	-Non-Governmental Organizations
<b>SACCOs</b>	-Savings and Credit Cooperatives
<b>YEDF</b>	-Youth Enterprise Development Fund
<b>YFF</b>	-Young Farmers Fund
<b>AYDF</b>	-African Youth Development Fund
<b>NYDA</b>	-National Youth Development Agency
<b>EU</b>	-European Union

## ABSTRACT

Unemployment is a big challenge to the governments across the globe with developing countries being affected most. The youths are the major victims of unemployment hence; governments, public benefit organizations, and the civil society continue to struggle in developing policies that will help alleviate this problem. Various countries have devised mechanisms to enable them address youth unemployment that include initiation of a Youth Fund to offer credit to the youth. The main purpose of this study was to establish the determinants of effectiveness of Youth Enterprise Development Fund in Nakuru County. The geographical area of the study was Gilgil Sub-county, in Nakuru County. The study used descriptive survey design which was preferred for its effectiveness in describing situations as they are. A sampling frame of 92 respondents was obtained from which a sample size of 60 youth groups was randomly selected. The researcher obtained a complete list of groups and leaders from the Youth Development Officer in Gilgil Sub-county and used simple random sampling to select the sample size. Data collection was done by use of a questionnaire which contained both open – ended and close – ended questions. The data collected was coded and analysed using both qualitative and quantitative data analysis tools. The Ms Excel software was used to analyse all closed ended items whereas the open – ended items were analysed through descriptive analysis. The research findings showed that majority of the youths engage in service (32.56%) and retail business (41.86%). Many of the youths accessing the YEDF have secondary education at (44.18 %) and only 4.66% graduates have accessed the loans. The youth groups have not been trained on financial management with only 23.25% having been trained of these 91.86% were trained after receiving the loans. The study showed that monitoring and Youth officers had not emphasized evaluation of youth projects with 47.68% indicating that they had not been visited youth officers. The study concludes that the Fund was not achieving the goal of creating employment for the youth and as such is not empowering them as it should. The study recommends that youth be trained on financial management before receiving loans, youth to be assisted to design self-sustainable projects, monitoring, and evaluation to be improved. Further research should be carried out to establish how the fund could be made more beneficial especially to females.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

The world has 1.2 billion youth between the ages of 15-24. 87% live in Asia, Africa, Latin America, and Eastern Europe. About 30% of the world's youth, or 357 million, are not in school or employed. Of those employed in "developing" countries, 536 million are underemployed, compared with 1.5 million in the 27 countries in the European Union. The highest rates of youth unemployment are found in Northern Africa and the Middle East, according to the World Economic Forum, an international non-profit based in Switzerland (Global Employment Trends, 2013).

Youth unemployment has the power to explode capitalism and imperialism on a global scale. Unemployed young people need to organize and to assert their rights to have a future. The explosion of the Arab Spring occurred in 2011; it was started in Tunisia by jobless youth. There, 40% of university graduates are unemployed, while 24% of non-graduates are unemployed. As events in North Africa [the Arab Spring] have shown, lack of employment opportunities can undermine social cohesion and political stability (African Development Indicators, 2013). The ILO report (2011) also shows that young people are more likely than adults to be unemployed or work in vulnerable employment. They are at risk of earning lower wages, work in unsafe environments, and are working below their skill or education level.

The global economic crisis in 2007/8 has had an impact on the rate of job creation and youth unemployment. There has been an increase in global youth unemployment from 11.6% in 2007 to 12.6% in 2011. In other words, since 2007 global youth unemployment has increased from 4 million to 75million. The ILO (2011) points out that "during economic downturns, young people are often the first to be hired and the first to be fired." Europe and other developed countries have not escaped this youth unemployment challenge. There are several countries in the European Union that experienced an

increase youth unemployment. The statistics shows that while Spain recorded 48% for youth unemployment, Greece reported 45%, which was still increasing. In Norway, the general unemployment rate is low, but the rate of unemployment for youth is three times higher than the national average. In the global context of youth unemployment, the least educated and most disadvantaged young people are often among the worst affected. For example, although many African economies are experiencing growth, their young people are often shut out of the labour market. Based on growing youth populations, World Bank estimations suggest this trend looks likely to continue with Africa needing to create 100 million more jobs by 2020 just to maintain current levels of employment.

The governments worldwide have a responsibility to ensure that youth unemployment is tackled through various interventions as fast as possible. This can be done through by ensuring youth employment is a cross-cutting issue in the national agenda or through various sectorial policies. Enabling young people to become entrepreneurs can play a critical role in tackling youth unemployment, empowering youth to become the job creators and economic drivers of the future. Although there is an increasing recognition of its social multiplier effect and economic potential, young people continue to face significant barriers to entrepreneurship, in particular lack of access to finance, weak enterprise culture and inadequate education.

Various global forums and organizations have tackled the issue of youth unemployment and employment. Just over a decade ago, in 2001 the UN Secretary-General, together with the World Bank and ILO, set up the Youth Employment Network (YES). This was the first global alliance under the ILO that brought together all policy makers and stakeholders in an attempt to find new, durable policy and programme solutions to the youth employment challenge. In 2005, an ILO International Labour Conference adopted three pillars; knowledge, advocacy and technical assistance.

According to the World Bank report 2013, “*a Global Partnership for Youth Employment*,” which is composed of three major activities of providing applied research and learning to better understand school-to-work transition and increase the employability of youth, promoting policy dialogue and supporting technical assistance

for local governments and capacity building for stakeholders from the public sector and civil society, to enhance their engagement.

Ouma et al (2002) state that youth unemployment is one of the biggest development challenges in the Third World today. In Kenya, over 15 million people live below the poverty line, with over three million classified as unemployed. Youth account for about 55% of the unemployed in Kenya, implying that unemployment is a predominantly youth issue (GoK, 2012). The rapidly increasing youth unemployment levels have been aggravated by changes in economic policies. Subsequently, over the past decade, there has been a steady shift from formal to informal sector employment, popularly known as '*Jua Kali*'. The secondary negative effects such as the systematic erosion of the social value of education, crime, prostitution, and drug abuse have increased as a direct consequence.

Amenya (2011) suggests that widespread poverty remains a critical development challenge in Kenya. Young people are particularly affected by unemployment, lack of proper housing (particularly in the urban areas) and health challenges. Poverty affects educational levels and children from poor backgrounds have been known to be much less likely to attend school than those of rich families. Poorer educational levels imply poorer chances of gainful employment. Additional negative factors affecting the youth include marginalization; lack of voice in the family, the community and the national arena; poor representation in decision making; and limited recreational facilities. Areas that require specific attention are: geographic transitions (including youth migration); integrating the youth in urban areas; transition from school to work; youth unemployment; youth groups at risk and implementation of youth policies and programmes.

In the absence of opportunities in the formal labour market, many young people are engaged in the informal sector which is largely unregulated and are subjected to hazardous conditions for low earnings and long working hours, without any formal contract. To address the youth challenges, the Youth Enterprise Development Fund (YEDF) was introduced on 8th December, 2006 and later formed into a State Corporation on 11th May, 2007. The Fund has engaged in partnership with 32 Financial

Intermediaries (FIs) to enable the youth access funds directly either as individuals or as organized entities. Apart from the on-lending component of the fund through financial

YEDF focuses on enterprise development as a key strategy for increasing economic opportunities for, and participation of Kenyan youth in nation building. YEDF seeks to increase access to capital by young entrepreneurs in order to reduce the level of youth unemployment in the country. An estimated Kshs5.96 billion has been disbursed to 315,076 group and individual enterprises all over the country. Out of this amount Kshs614.8 million has been advanced to 13,341 group projects while Kshs66.1 million has been disbursed to 2,645 individual enterprises at the constituency level. Through FIs, the fund has financed 141,552 groups and individual enterprises by Kshs5.3 billion. The fund disbursed is expected to be repaid back to the lending institutions so as to be accessed by other youth enterprises that were unable to access the fund due to limited allocation by treasury.

The research study aimed at determining the extent to which the YEDF has been effective in terms of youth empowerment through job creation

## **1.2 Statement of the problem**

Despite various government interventions to address youth problems and challenges, many young people continue to be unemployed even with the existence of a Youth Enterprise Development Fund eight years since its inception. In 2009, against a total global unemployment rate of 6.3%, the global youth unemployment rate peaked at 12.7%, representing 75.8 million unemployed youth, marking the largest annual increase over the 20 years of available global estimates (ILO, 2011).

Youth unemployment is a major socio-economic problem that has to be addressed with speed. With more and more youth entering the job market from learning institutions, there is need to ensure that they can get decent jobs; whether in the formal or informal sector.



The government in its effort to alleviate youth unemployment initiated the Youth Enterprise Development Fund, in June 2006, to provide finance for youth projects so that they can be empowered economically (GoK, 2013).

In Nakuru County the youth constitute 37% of the county population. They present a challenge as well as an opportunity in the county's development. Unemployment is the most significant challenge faced by this group because majority of them do not have appropriate vocational or professional training. Thus, they have limited chances of fully participating in the labour market (Nakuru County Development profile, 2013).

Subsequently, the government has released Kshs 15,437,065 to 322 youth groups, Kshs. 475,000 to individual members and Kshs. 120,046,484 disbursed to 9,524 youths through the financial intermediaries in Nakuru County.

In Gilgil sub-county in Nakuru County a total of Kshs 8,000,000 has been disbursed to 60 youth groups through the C-YES and the financial intermediaries so to finance their projects or have start-up businesses to create employment for themselves and fellow youths through the different ventures.

Although the YEDF is identified as a preferred source of funding for the youths projects, there have been issues identified with repayment (Kitonga, 2012). This is because there are no legal procedures to compel the loan defaulters to repay the loan as it is the case with the banks. According to Kitonga (2012), some of the youths take advantage of the opportunity to default loan repayment. The other factor that affects effectiveness of the YEDF as identified by previous researches is the management of the youth projects. Some of the projects carried out by the youths are mismanaged whereby some projects collapse in severe situations. For instance, the department of youths is understaffed making with one or two officers per constituency. This is likely to affect the monitoring and evaluation of the youth projects within the constituency.

The effectiveness of the YEDF may also be evaluated from the gender point of view. This is because majority of the youth groups that benefit from the YEDF are dominated

by males and few females. Therefore, the fund may not be effective in achieving the anticipated goals of reducing unemployment among the youths including female youths.

According to Onyango (2010), when the loan were disbursed, the loan was characterized by high default rate which resulted to reviewing of the issuance strategy. Onyango (2010), states that in 2009, the default rate was approximately 40% of the total loans issued. This would hamper the achievement of the expected goals. However, the involvement of public administration officers such as chiefs in issuing the loans was thought to be a good strategy in curbing high default rate and improve effectiveness of the YEDF.

Thus this study will find out the effectiveness of the YEDF in in reducing the challenges faced by the youths in Gilgil Sub County. The research study will determine how level of education influences on effectiveness of the YEDF, how monitoring and evaluation of projects affects effectiveness of the youth enterprise development fund and establish the extent to which entrepreneurial skills enhances effectiveness of youth enterprise development fund.

### **1.3 Purpose of the study**

The purpose of the study was to establish the determinants of effectiveness of Youth Enterprise Development Fund on youth groups in Gilgil Sub-county, Nakuru County. The study focused on the effectiveness of YEDF in meeting the objectives as envisaged by the creators of the fund.

### **1.4 Objectives of the study**

- i. To establish how level of education determines effectiveness of YEDF in Gilgil Sub-county Nakuru County;
- ii. To determine how monitoring and evaluation of youths projects determines effectiveness of YEDF in Gilgil Sub-county Nakuru County;

- iii. To assess how entrepreneurial skills determines effectiveness of YEDF in Gilgil Sub-county Nakuru County;

### **1.5 Research questions**

- i. How the level of education has determined effectiveness of YEDF in Gilgil Sub-county Nakuru County?
- ii. How monitoring and evaluation of youth projects determine effectiveness of YEDF in Gilgil Sub-county Nakuru County?
- iii. To what extent does the entrepreneurial skills influence on effectiveness of YEDF in Gilgil Sub-county, Nakuru County?

### **1.6 Significance of the study**

The youth enterprise development fund (YEDF) was initiated due to the fact that there was high unemployment rate among the youth unemployment. Unemployment among the youth is viewed as a major socio-economic problem that needs to be resolved before it reaches unmanageable levels. The current government has set aside Ksh6 billion shillings, which was to be used for the presidential run off to provide interest free loans to the youth, women, and people living with disabilities known as Uwezo Fund. The findings of this study will be used by policy makers as they implement the other funds to ensure that the various interventions are achieving the objectives. The study will be of great importance to all youth stakeholders who include the government, youth development officers, youth group leaders, the private sector, and all other agencies who are involved in youth empowerment projects. The study will assess how level of education, monitoring, and evaluation of youths project and entrepreneurial skills determine effectiveness of YEDF. The study will be vital for those intending to engage in research in a similar field since it lays a foundation for further study. The study will highlight key skills that are vital if the youth fund is to be properly utilized to benefit more young people.

### **1.7 Delimitation of the study**

This study focused on youth group leaders from youth groups that have accessed YEDF from the Youth and Development. The study was done on 60 youth groups that have been funded in Gilgil Sub-county, Nakuru County. The study was confined to the administrative boundaries of Gilgil Sub-county.

### **1.8 Limitations of the study**

There were limitations that the researcher came across during the study. This includes difficulty in tracing some of the groups because not all youth groups have offices for operation. The researcher used the contacts used when accessing the funds from the records kept with the Youth and Development Department.

### **1.9 Area of study**

Gilgil Sub-county is one of the sub-counties in Nakuru County in Rift Valley Province and was carved out of Naivasha Sub-county, in 2010. It borders Nakuru North sub-county to the North West, Narok County to the South, Naivasha Sub-county to the East and Nyandarua County to the West; with a population of 130,187 (Census, 2009). This study will be confined to Gilgil Sub-County of Nakuru County.

### **1.10 Assumptions of the study**

This study assumed that all the groups targeted had accessed YEDF and engaged in various projects for the purposes of job creation geared towards youth empowerment. The study also assumed that the youth group leaders who were the key respondents were honest, truthful, and transparent in responding to the questionnaire administered by the researcher.

## **1.11 Definition of significant terms as used in the study**

### **Level of education**

The systematic acquisition of skills, knowledge, concepts, attitudes and ideas that enhance decision making and improved performance in the work situation.

### **Entrepreneurial skills**

Refers to imparting of enterprising skills, this can be done through mentorship by those who have succeeded.

### **Evaluation**

A process that involves systematic collection; analysis and interpretation of project related data that can be used to understand how the project is functioning in relation to the project objectives.

### **Monitoring**

A continuous process of gathering information at predefined regular intervals about on-going projects or initiatives concerning their performance alongside its goals and objectives to ensure adherence to work schedules project inputs, outputs and laid down plans.

### **Effectiveness**

Effectiveness is the ability to produce the desired results. It is the ability to accomplish a purpose or producing the intended or expected results. In this case, there is creation of employment.

## **1.12 Organization of the Study**

This report is organized into five chapters; Chapter One entails background to the study, definition of the research problem, purpose of the study, research objectives and research

questions, significance of the study, delimitations of the study, limitations, assumptions and organization of the study. Chapter Two presents the review of related literature while Chapter Three describes the research design, target population, sample and sampling procedure, data collection methods and instruments, pilot study, instrument validity, data collection procedure and data analysis techniques. Chapter Four focused on data analysis, presentation and interpretation and Chapter Five summarized the findings, discussion, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents a review of related literature. It consists of various sections including; overview of youth fund, education, entrepreneurial skills, monitoring and evaluation as tools for determining the effectiveness of the YEDF, a theoretical and conceptual framework. The chapter is crowned with presentation of identified gaps. In this section, various materials have been cited after being critically reviewed and analysed including books, journals, papers and the World Wide Web

#### **2.2 Overview of Youth Enterprise Development Fund**

Youth-focused policies and programmes have been identified as fundamental in defining a suitable path and putting in place structures which enable youth to utilize their skills, develop their potential and contribute in the mainstream economy, polices and other affairs of public life. Well-designed policies have the ability to transform an environment which has hitherto been repellent to youth development and participation, to one where youth are recognized, supported and encouraged to actively contribute to national development. Therefore,youth policies are viewed as critical in consolidating and amplifying young people’s voices so that wrong assumptions and perceptions that have persisted long can give room for more informed ways of planning and meeting the needs of youth.

A national youth policy is a declaration of the commitment a country gives to setting and meeting the priorities and development needs of its young men and women and clearly defines their roles in the society and the responsibilities of that society to the young people themselves. It is a broad statement which provides a framework that governs the provision of services to young people, and provides the possibilities and limits for young people to participate in decision-making (Wyn & White, 2004). A national youth policy

should embody strategies that empower youth to actively influence and shape the political agenda.

A progressive national youth policy obliges traditional decision-makers to work not only for young people, but with them and let their experiences inform the development of appropriate interventions and services. An integrated and cross-cutting youth policy strengthens the capacity and effectiveness of the government to respond to the needs of the youths (UNDP, 2010). The development of a sound youth policy requires the involvement of a wide variety of social actors and large-scale cross-sectorial consultation with the civil society. In addition, young people must be considered as primary actors with whom to develop partnerships, not as spectators or advisers, but as active agents of change. Such a policy ought to be gender sensitive and pay special attention to the needs and experiences of the most vulnerable youth, those in conflict with the law, those living with HIV/AIDS, or in the most vulnerable and risky situations. Despite the wide range of benefits associated with youth policies, they often suffer from limitations which impact their effectiveness in terms of allowing youth to meaningfully engage in decision making process. Wyn and White (2008) argue that policies affecting youth share a common theme of futurity- the valuing of young people for what they will become. They are based on the common view that young people are not important as youth, but as future adults. Their language draws on youth development to assert that young people are important because they represent the future cultural and social capital of the society.

A study conducted on Youth Polytechnics (YP) in Kenya, by Kinyanjui, points out that YP education is not necessarily a direct or immediate route to employment; rather it is a futuristic investment that parents and households make to equip their children with skills in the hope that they will have a better life than themselves (Kinyanjui, 2007). Policies that locate young people's value in the future as adults also tend to emphasize "governmentality" (Kelly,2001, cited in Wyn & White, 2008), whereby, they provide a rationale for monitoring and controlling young people's lives in the interest of protecting the future of young people and of the society. The NYP for example states that "the government is obliged to carefully plan and be involved in developing youth to be



responsible and available to contribute to the current and future nation-building efforts.” Accordingly, the state is obliged to “be the lead agent in supporting the implementation of the youth policy, by creating sufficient employment opportunities and education and health facilities for youth.” It also requires the state to provide the necessary framework for young people to fulfil their obligations. These include: Be patriotic and loyal to Kenya and promote the country’s well-being; Contribute to social-economic development at all levels including volunteerism; Create and promote respect for humanity, sustain peaceful co-existence, national unity and stability; Protect the environment; Help to support and protect those who are disadvantaged and vulnerable; Promote democracy and the rule of law; Create gainful employment; Take advantage of available education and training opportunities; Develop a positive attitude towards work; Avoid careless and irresponsible sex; and Take responsible charge of their lives. Underlying the development of a youth policy is often the assumption that young people should not be taken seriously because they are not yet adults (Wyn & White, 2008).

This tendency is definitely in tension with the increasing acknowledgement that young people should participate in decision-making, as espoused in many national and global youth policies and initiatives. In addition, there is contestation about the extent to which young people can be regarded as citizens in any sense or whether they are “simply citizens in training.” Consequently, youth are trained for their future roles and not equipped with skills and understanding that can be given expression immediately (Owen, 1996 cited in Wyn & White, 2008). This reduces them to either non-citizens or at best, apprentice-citizens.

To be relevant to youth, training should encompass issues that help young people to play roles in forming, maintaining and changing their societies. From this perspective, youth would be valued and valuable citizens in the present, as well as citizens of; the future. The NYP proposes the formation of the NYC to help “coordinate youth organizations, design youth programmes and continuously review the implementation of youth-focused policies and programmes.” In addition, the NYC is meant to mobilize, sensitize and organize youth, in order to consolidate their voice regarding political, economic, and

socio-cultural activities. However, almost five years since the operationalization of the NYP, the NYC has not been formed, and the government, through the Ministry of Youth Affairs and Sports, still oversees the implementation of the NYP and other youth related programmes.

Parliament passed the legislation establishing the NYC in August 2010, but it was shelved awaiting further consultations within the government about its operationalization. Notably, the youth policy and programme implementation process has proceeded without proper mechanisms to accommodate the voice of youth, and effectively mobilize them towards setting a progressive and comprehensive youth development agenda. Egulu (1999) describes youth transition and trajectories in recent years as a maze, and policies are developed to help them out of the maze. However, he argues that often policies could lead to misleading trajectories and outcomes, whenever their primary focus is just to get youth out of the maze, without making any effort to support them within the maze. Supporting transition process, rather than focusing on the end point, is more beneficial since it recognizes young people's agency and allow them to actively take part in managing their lives as youth. In any case, a number of youth may already be undertaking "adulthood" responsibilities such as parenting, marriage and work, but lacking a support environment to effectively carry on with these responsibilities. Thus, youth need to secure access to appropriate forms of social support, which are flexible enough to meet the different needs of various categories of youth.

While the language of youth policies reflects efforts to foster inclusivity in public affair, there is usually conflict with other existing legal provisions which threaten to undermine the trust that youth may have in the policies(United Nations Human Settlements Programme, 2008). For instance, the need to maintain security and order in the society may target youth who want to "hangout" in the streets through arbitrary arrests, instituting curfews or other restrictive measures. Consequently, youth are denied the right to leisure, free movement and other fundamental freedoms even they are accorded opportunities to participate in work, education and training. Conflict between policy and practice reduces the trust that youth have in the institutions offering support and increases

resentment of programmes targeting their needs. The NYP broadly proposes a mechanism to harmonise sectoral policies and adapt all government programmes towards youth development, including promotion and protection of their rights. NYP and other programmes, such as Youth Enterprise Development Fund (YEDF) and Kenya Youth Empowerment Project (KYEP), encourage youth to network and form groups.

In the African region, there are other countries that have set up youth funds to assist the youths in establishing enterprises and reducing the unemployment rate. The Botswana Young Farmers Fund (YFF) was established by the government of Botswana to help the youths to engage in entrepreneurial activities in sustainable agriculture (United Nations Human Settlements Programme, 2008). The African Youth Development Fund (AYDF) is a fund established with an aim of equipping the youths with the tools, structures, and resources necessary to implement effective programming. These include leadership training, team building, programme development and implementation support (United Nations Human Settlements Programme, 2008). The fund is implemented by Miles and Associates International (MAI). Since 1995, MAI has been steadfastly committed to fostering innovative ways to impact the lives of youth on the continent of Africa. The AYDF was launched in 2004 as African Youth Development Fund and registered as an NGO (United Nations Human Settlements Programme, 2008). The funds are offered to youths in south and east African countries.

The South African government also launched a National Youth Development Agency in 2009. The NYDA aimed at creating and promoting coordination in youth development matters. The NYDA assists youths through offering financial support for start-up and expansion of companies owned by youths in the country. According to United Nations Human Settlements Programme (2008), the main objective of the NYDA is to provide young entrepreneurs an opportunity to access both the financial and non-financial business development support to establish their survivalist businesses. The NYDA offers a minimum of R1000 and a maximum of R100,000.

The Youth Enterprise Development Fund was established in the year 2006 with the sole purpose of reducing unemployment among the youth who account for over 61% of the

unemployed people in the country. The target of the fund is the youths within the age bracket of 18-35 years. The fund was then transformed into a State Corporation on 11<sup>th</sup> May 2007. The fund is constantly reviewing its operational mechanisms from time to time in order to make it responsive to needs and expectations of the target clients (GoK, 2006).

The objectives of the fund are to: Provide loans for on – lending youth enterprises; Attract and facilitate investment in micro, small and medium enterprises oriented commercial infrastructure that will be beneficial to youth enterprises; Support youth oriented micro, small and medium enterprises to develop linkages with large enterprises; Facilitate marketing of products and services of youth enterprises both in the domestic and the international markets; Provide business development services to youth enterprises; Facilitate employment of youth in the international labour market.

Funding for YEDF has three components of disbursement. These include the Constituency Youth Enterprise Scheme (C–YES). This component finances projects of registered youth groups. Loans are approved by community committees at the constituency level. The maximum amount that can be lend through this component is Ksh.50,000. However, a group is charged 3% administration fees.

The other component is the Easy Youth Enterprise Scheme (E–YES). Through this component, projects by individuals are funded as long as the group they belong to has already repaid the loan advanced to them.

The third component operates through 32 financial intermediaries that are in partnership with the Fund. The Fund gives term loans to these intermediaries at 1% interest who in turn lend at 8% interest to the youth.

The achievements by the Fund include training of about 200,000 youths on entrepreneurship as well as over 500 officers from the Ministry of Youth Affairs. Over 1,500 youths have been facilitated to secure employment in overseas countries particularly in the Middle East region. The fund has also managed to organize national

trade fairs for hundreds of youth entrepreneurs drawn from across the country to enable them showcase their products and services. This has helped in creating networks for the youth as well as improve marketing and selling of their products and services. It has also facilitated youth entrepreneurs to exhibit in local and international trade fairs thus providing exposure for their products and services in both the local and international markets.

### **2.3 Level of education and effectiveness of the YEDF**

Education and training are essential for young people to enter the labour market successfully as they increase their potential, productivity, and employability (ILO, 2012). Without an educated and trained workforce, a national economy is not likely to meet the demands of national development made on it (Chandu, 2003). Education is essential in economic growth of a country. Hence, it is paramount to have an educated workforce that is empowered with skills to deal with issues of the present as well as the future. More important, the populace needs to be trained and equipped for self-sustainability through self-employment, which is believed to be an easy way to empower the poor.

The AYDF has been instrumental in assisting the youths in learning institutions. The fund offers assistance to research based works which contribute towards reduction of vulnerability of the youths. The fund has assisted many exemplary performing youths in academics to further their education in some of the leading universities in the US. One of the objectives of the AYDF is also training youths on leadership skills to help in growth of youth enterprises.

In Kenya, the 8-4-4 system of education was introduced in 1985, and comprises eight years of primary education followed by four years each for secondary and university education. It was geared towards changing the “academic” bias of the previous system with a strong emphasis on practical and technical subjects (Ikiara et al, 1995). However, due to high costs of education, poverty and lack of appropriate facilities, most youth are forced to drop out, and those who graduate do not possess adequate skills to facilitate employment (Gok, 2006). According to the United Nations Development Programme

(UNDP) report(2006), four out of eight provinces recorded an increase in poverty levels while Kenyans living in abject poverty deepened. The country's training institutions are not only inadequate, but lack the essential facilities and technology to prepare students for the challenging labour market demands (Gok, 2006). In addition, training institutions have no linkages with the labour market.

Generally, education helps to equip citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing the society (Republic of Kenya, 2010). Financial knowledge opens up new opportunities to work, build assets, and save. Financial education should be aimed at preparing young people for their financial responsibilities in life by providing them with knowledge and skills to ensure a successful transition from economic dependency to independence (ILO, 2011). To be effective and efficient in service delivery, they must be equipped with the necessary training and formation to enable them take up responsibility with courage and hence ensure successful completion of projects. Mburu (2008), Mugira (2012), Kitonga (2012), and Catherine (2012) established the importance of education in order to benefit from the YEDF and ensure success of projects.

The vision of education as enshrined in the Vision 2030 is to create a globally competitive quality education training and research for sustainable development. The government is committed towards the achievement of this vision.

#### **2.4 Monitoring and Evaluation and effectiveness of the YEDF**

Monitoring is a continuous process of collecting information on-going projects or programmes concerning the nature and level of their performance (Nyonje, Ndunge & Mulwa, 2012). It helps to track the progress of a project in relation to the plan to ensure that the project is moving towards the right direction. Monitoring should be carried out regularly to ensure proper adherence to the objectives and goals of an organization. This can be done quarterly, biannually or annually. Mulwa (2008) describes monitoring as a process of collecting and managing project data that provides feedback as pertains to the progress of a project. Mulwa (2008) adds that the process involves measuring, assessing,

recording and analysing the project information on a continuous basis and communicating the same to those concerned. In his findings, Mburu (2008) established that systematic monitoring and evaluation of youth businesses by the MOYAS was weak and thus need to be strengthened. This indicates the importance of monitoring and evaluation on youth empowerment. Project evaluation is a process that involves systematic collection, analysis and interpretation of project related data that can be used to understand how the project is functioning in relation to its objectives (Nyonje, Ndunge, Mulwa, 2012). Youth projects require evaluation to help them maintain focus.

‘Monitoring and evaluation (M&E) need to be designed as an intertwined participatory exercise where all stakeholders are involved’ (Shirley, 1999). Shirley (1999) says that there is need to affirm participation as a development process in which two parts, adult and youth, join together as *Yin* and *Yang* to form a whole. This is made possible through mentorship programs. Although commonly neglected, the role of the mentor, typically someone outside the business circle who can offer their wisdom, experience, and wider insight, or just give time and an ear to the entrepreneur and even seasoned business lender at key business or personal inflection points (Naqvi, 2011). Youth entrepreneurs need mentorship to reassure them even when things do not seem to go on well.

M&E ensures that project resources and inputs are put into the intended use and that the project addresses what it initially intended to do. It also makes sure that the project renders its services to the targeted population. The lack of M&E has caused many youth projects to collapse soon after establishment. This occurs due to lack of proper and comprehensive group screening to ensure its seriousness in its goal and objectives. Some groups are given money before they are fully formed. Group formation is a process that takes time and if they receive the loan before they get settled in an organized manner, then they are bound to misuse the money. It is very important that before groups are given a loan, they be screened to help identify their actual intent. According to Burns (2004); Baumeister and Leary (1995) and Weldon and Weingart (1993), groups are a source of meaning and belonging, identity, information; they help in the accomplishment of collective goals; are change agents and help members to survive. Group screening will

not only help in proper funds utilization, but also in enhancing group cohesion and successful project implementation.

According to Nyonje, Ndunge and Mulwa(2012), project M&E is important to different people for various reasons. Some of the reasons they provide as need for M&E include but not limited to the following: First, M&E is important to project managers and their stakeholders (including donors/government) because they need to know the extent to which their projects are meeting the set objectives and attaining the desired effects. In the case of the youth projects, it is of great importance to know whether they are creating employment and empowering the youth. Secondly, M&E upholds greater transparency and accountability in the use of project resources, which is particularly required by funders or development partners (Nyonje, Ndunge & Mulwa, 2012). Third, information developed through the M&E process is vital for improving decision-making. Lastly, M&E strengthens project implementation, improve quality of project interventions and enhance learning.

## **2.5 Entrepreneurial skills and effectiveness of the YEDF**

The European Union (EU) is in the process of developing policies that will help in reducing the unemployment of the youths in the European countries. This is incited by the increase in the rate of unemployed youths among European countries such as Germany due to the effects of the financial crisis that affected the European economy(Lahusen et al, 2013). The EU policies are at advanced stage and aim at helping the youths to become entrepreneurs and create employment for other youths. The completion of the policy development will lead to establishment of a revolving fund that will be issued to youths in different countries(Lahusen et al, 2013). However, each country will set aside some amount of the money in the budget to address the unemployment rate in the country. The establishment of the revolving fund is expected to reduce the high rate of youth unemployment in the European countries.

The Government of Kenya recognizes that access to entrepreneurial skills development is key to the growth and development of any enterprise and more so the MSEs (Republic of



Kenya, 2005). Skilled entrepreneurs have what it takes to pursue their dreams and acquire their objectives. Successful entrepreneurs are passionate and obsessive about making their business opportunity work with a strong vision. The entrepreneurs' willpower to succeed is due to their strong will. Setbacks and risks do not discourage them and they are relentless in their pursuit of goals (Chandu, 2003).

Being strategy planners, entrepreneurs employ the best employees to support them in their venture. They focus on their main objective, growth, and sustenance by learning to delegate. Serving as a member of the top management, they must have the ability to supervise all the sections of the business and become a generalist. Communication and delegation entrepreneurial skills help entrepreneurs to master the abilities and efforts made by their team members. Mediating and handling complaints for their company requires immense tact and diplomacy (Gakure, 2001).

Hard work and commitment are their strong entrepreneurial traits. Entrepreneurs are able to work long hours, are not afraid to get their hands dirty, and are among the first few people to focus on their task with a high degree of involvement. They set high standards of performance by their accomplishments and are motivators. Willing to lead the team members especially in a crisis is an entrepreneurial skill that is valued highly (Mwirigi, 2007).

Selling ideas and their products is an entrepreneurial skill that cannot be undervalued. Appealing presentations, direct selling whenever there is a need, and determining sales quotas accurately are tasks that entrepreneurs must be able to achieve. Enhance your marketing skills by acquiring knowledge and practice. Being customer oriented is an entrepreneurial skill that helps them to satisfy the needs of their customers. An entrepreneur must be customer focused. Ultimately, it is they who decide if the business will boom or go bust. Remember, it is easy to keep your regular customers happy rather than try to woo new customers (Buckley, 1993). Ability to adapt and change to a new environment is an entrepreneurial skill that decides the outcome of success or failure in a dynamic environment.

Businesses run by youth can only flourish in the right environment. In other words: there has to be a demand for the products and services that they deliver. If there is no well-functioning market, it will not be possible to become a successful entrepreneur, even if the other aspects are in place. In such an environment, market development needs to be addressed first, before focusing on youth entrepreneurship. Youth entrepreneurs should be able to engage in transactions in this market on an equal basis with other (larger or more established) entrepreneurs. If this is not the case, it is desirable that the fund also invests in improving access to these markets for young entrepreneurs.

The government has an important role to play, in creating an enabling environment in which youth entrepreneurship can flourish. Legislation and regulations should be conducive to youth entrepreneurship, and obstacles, if any, should be removed. Incentives can be put in place to encourage youth entrepreneurship. Entrepreneurial mind-set of the youth, providing training in the process of business creation can help the young beneficiary, but is certainly not enough entrepreneurship will also draw from culture, early education, and personality (ILO, 2012).

## **2.6 Theoretical Framework**

A theoretical framework is a collection of interrelated ideas based on by data or evidence (Kombo & Tromp, 2006). This study will be based on the welfare economic theory, which focuses on the optimal allocation of resources and goods and how this affects social welfare. Welfare economics analyses the total good or welfare that is achieved at a current state as well as how it is distributed. This relates to the study of income distribution and how it affects the common good. Welfare economics is a subjective study that assigns units of welfare or utility in order to create models that measure the improvements to individuals based on their personal scales. It uses the perspective and techniques of microeconomics, but they can be aggregated to make macroeconomic conclusions. Because different "optimal" states may exist in an economy in terms of the allocation of resources, welfare economics seeks the state that will create the highest level of social welfare.

Some people object to the idea of wealth redistribution because it flies in the face of pure capitalist ideals, but economists suggest that greater states of overall social good might be achieved by redistributing incomes in the economy.

The welfare economics theory is based on the works of Pareto, Hicks and Kaldor who believed that a situation is optimal only if no individuals can be made better without making someone else worse off.

This theory will work since it aims at distributing resources to those who are termed to be marginalized for the well-being of the whole economy.

## 2.7 Conceptual framework

A conceptual framework expresses the relationship between variables considered important in a study. According to Mugenda (2003) a conceptual framework positions the researcher's perception about the study by presenting a relationship on how the researcher brings out the study subjects. The relationship between the research study dependent and independent variables have been presented on the figure 2.7.1 below.

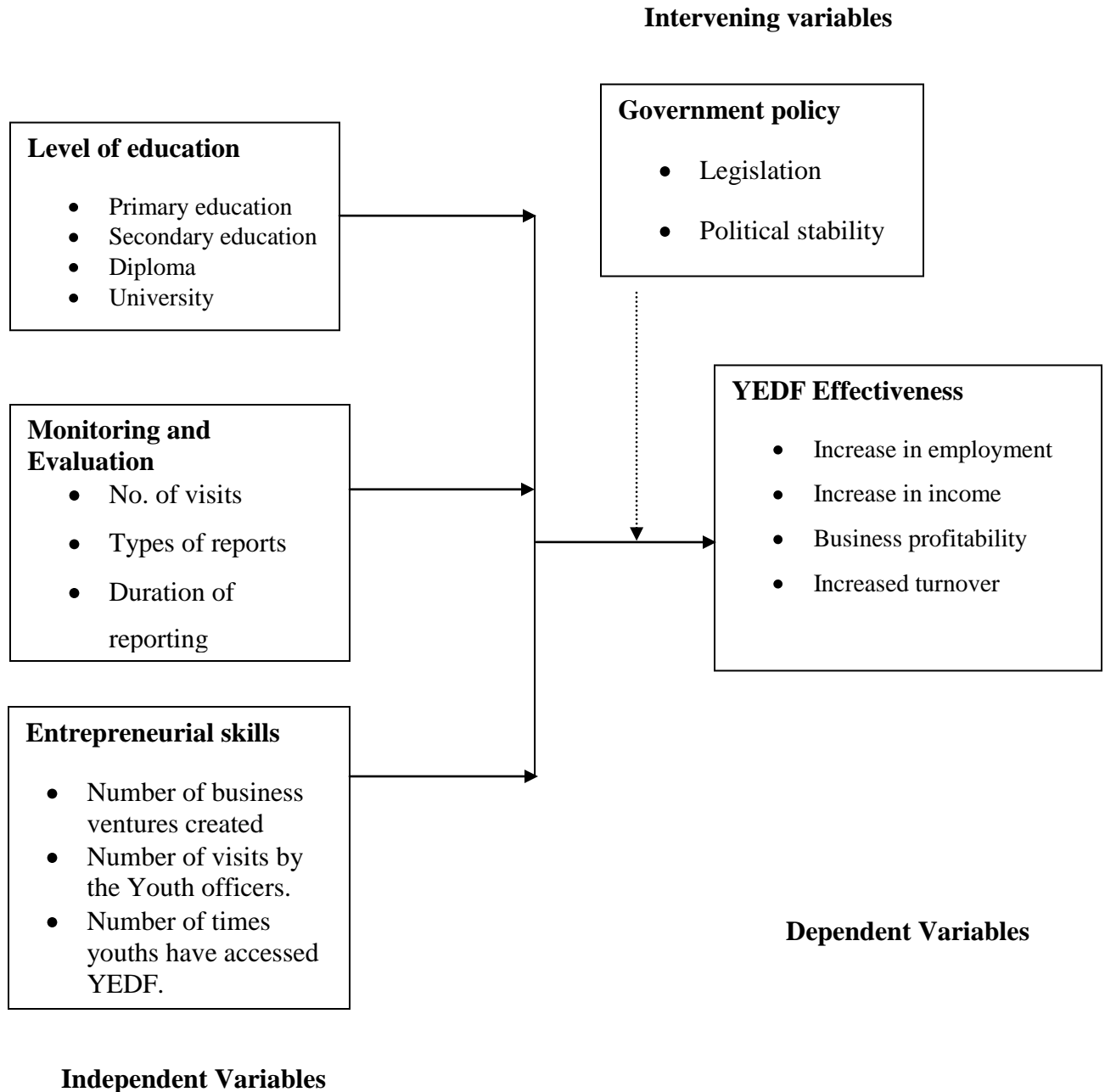


Figure 2.7.1 presents the conceptual framework for this study. It indicates the independent, dependent and moderating variables. The independent variables have a direct influence on the dependent variables. In other words, the dependent variable is influenced by the independent variables and thus relies on them for its fruition. The independent variables in this study had been identified as; level of education, entrepreneurial skills and project and monitoring and evaluation all of which determine effectiveness of YEDF.

## **2.8 Summary of literature reviewed.**

From the literature reviewed, it has been noted that level of education, entrepreneurial skill and project monitoring and evaluation have determine the effectiveness of youth funds for youth empowerment.

After reviewing past studies, there is limited information on the determinants of effectiveness of youth enterprise development fund hence findings of this study will be important to all stakeholders in the youth sector.

## **2.9 Research gaps**

Inadequate research has been conducted on how both genders benefit from the youth enterprise development fund and which ventures do they engage in that have been successful.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes on the research methodology that was used in this study. It consists of the research design, target population, sample and sampling procedure, the research instruments, data collection procedures and data analysis method. It also consists of the ethical considerations and definition of operational variables.

#### **3.2 Research design**

The researcher used descriptive survey design. The research design constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). The main significance of this design is to describe the state of affairs as they appear. Descriptive research design was employed since this study was meant to provide further insights into the research problem. The study was describing what exists in terms of practices, trends, attitudes and beliefs among youth on the effectiveness of Youth Enterprise Development Fund on youth empowerment in Gilgil Sub-county, Nakuru County.

#### **3.3 Target population**

The target population composed of 60 youth groups in Gilgil Sub-county which have accessed YEDF. Each group comprised of 15 members inclusive of 3 officials. Since it was not possible to gather data from all the youths, the study focused on two officials from the groups that were randomly selected.

#### **3.4 Sample size and sampling procedure**

A sampling procedure refers to the technique or the procedure the researcher adopts in selecting some sampling units from which inferences about the population is drawn (Kothari, 2004).

### **3.4.1 Sample Size**

The researcher used the Krejcie and Morgan Table (Appendix VI) to determine the sample from the 60 groups that had accessed YEDF by 30<sup>th</sup> of June 2013, which is closure of the government financial year. It targeted two executive leaders of the funded groups. This comprised 120 respondents which that formed a sample size of 92 respondents as derived from the Morgan Table.

### **3.4.2 Sampling Procedure**

Sampling is the procedure a researcher uses to gather the sample size. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). Simple random sampling was used in sampling the participating groups. The researcher obtained a list of all the groups that have benefitted from the YEDF from Youth Department Gilgil sub-county. After getting the total number of groups that have benefited from the Youth Enterprise Development Fund, the researcher randomly selected two leaders from the selected groups. The respondents then were picked randomly from pieces of papers with their numbers placed in a basket. Each time a number was picked, it was then returned to the basket to enable each individual an equal opportunity to participate.

### **3.5 Research Instruments**

This study used a structured questionnaire to gather data from the respondents. The questionnaire had both open – ended and close – ended questions. The researcher used a questionnaire to obtain vital information about how the groups had acquired and used the YEDF. The questionnaire was divided into 4 sections. Section A was seeking to establish demographic information from the respondents, section B dealt with the level of education determine effectiveness of Youth Enterprise Development Fund. Section C covered information on how monitoring and evaluation of youth projects determine effectiveness of Youth Enterprise Development Fund and Section D; section D dealt with how entrepreneurial skills determine effectiveness of Youth Enterprise Development

Fund. Questionnaires are very important in gathering important information from a large number of people.

### **3.5.1 Pilot Testing**

A pilot test was conducted to test validity of the questionnaires. This enabled the researchers to test whether questions posed gave the required responses and gauge on the chosen design of questions asked, finding out whether they are logical, clear and easy to understand. Pilot study was to find out if the stated responses would answer to this study's research questions on level of education, monitoring, and evaluation and entrepreneurial skills and youth empowerment in Nakuru County. This allowed the researcher to check if the variables could easily be processed and analysed. The pilot study was carried out on a sampled 10% of the sampled respondents.

### **3.5.2 Validity of Instrument**

Researchers Mugenda and Mugenda (1999) argue that validity is the degree to which results obtained from the analysis of data actually represent the phenomenon of study. Content validity was used to examine the validity of the questionnaire. This was done by getting an expert opinion on the content of the questionnaire, if the questionnaire is able to answer questions relating to all the variables in the study. In order to ensure that the questionnaires were effectively distributed, the researcher used pilot test and from the feedback, the researcher revised the questions.

### **3.5.3 Reliability of Instrument**

Reliability refers to the consistency of the scores obtained. The reliability of the instrument will be undertaken using the Test–retest method. The questionnaire was issued to the same respondents two times. After the first administrations of the questionnaire, the research waited for two weeks to elapse before administering the same questionnaire to the same respondents. The scores on the two sets of measures were correlated to obtain an estimated coefficient of reliability. The researcher then calculated a reliability coefficient to indicate the relationship between the two sets of scores obtained. A



correlation coefficient of 0.8 was obtained which is normally considered good or satisfactory.

### **3.6 Data collection procedure**

The researcher sought permission from the National Commission of Science Technology and Innovation to conduct research. A self-developed questionnaire on the respondents and recorded naturally available data was used in this study. The respondents' informed consent was sought, research procedure explained, and confidentiality assured. The researcher also employed the services of two research assistants in the collection of data. The research assistants were trained on research and especially on ethical issues concerning research. The researcher ensured that the research assistants possessed vital skills by retraining them. The questionnaires were collected from the respondents by both the researcher and the research assistants after they were filled.

### **3.7 Data analysis method**

The questionnaires were verified then screened for any discrepancies. Thereafter, the data collected was coded and edited for the purposes of ensuring comprehensiveness and accuracy of the filled questionnaires. The data was analysed by the use of the Ms Excel software. Measures of central tendency; mean, median and mode were used during the analysis process. The findings are presented using tables and graphs.

### **3.8 Ethical considerations**

Mugenda (2003) affirms that ethical consideration is important in ensuring a professional and a non-intrusive in accomplishing a research objective. For this study, the researcher asked for permission to carry out the study from relevant administrative authorities in the institution. The researcher assured confidentiality to the respondents and confirmed that the study is for the purposes of accomplishing academic goals only. The researcher also acknowledged all additional sources of information from other scholars.

### 3.9 Operational table of variables.

**Table 3.2 Operationalization Table**

<b>Objective</b>	<b>Type of variable</b>	<b>Indicators</b>	<b>Measurement scale</b>	<b>Data collection method</b>	<b>Type of analysis.</b>
Establish how level of education determines effectiveness of YEDF.	Level of education of youths.	Numbers of youths with primary, secondary, Diplomas and Degrees	Nominal	Questionnaire	Tables Percentages
Determine how entrepreneurial skills of youth determine effectiveness of YEDF.	Entrepreneurial skills of youths.	Number of business ventures created.  Nature of business ventures.	Nominal  Interval	Questionnaire	Tables Percentages
To assess how project monitoring and evaluation determines effectiveness of YEDF.	Monitoring and evaluation of youth projects.	Number of visits  Types of reports  Duration of reporting	Nominal  Interval	Questionnaire	Tables Percentages

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Results Presentation

Results presentation section provides the results of the data collected from the respondents regarding the role of YEDF in improving the livelihoods of the youths in the Gilgil Sub County. This section gives the descriptive view of the results presented in various forms such as tables, and cross tables. The results show the demographic information of the respondents such as age, marital status and education levels among others. There are also results for the questions that relate to the research study.

#### 4.2 Questionnaire Return Rate

The researcher administered 92 questionnaires to youth group leaders. 86 youth group leaders responded. This contributed to a return rate of 94%. Out of these, 58.6% were male while 41.3% were female. This corresponds to the guideline provided by Mugenda and Mugenda (2003) that a response rate of 50% is adequate for analysis and reporting, a 60% return rate is good while a 70% and over response rate is very good.

#### 4.3 Demographic information of the respondents.

The respondents were asked to respond to some demographic information that included information regarding their gender, age, marital status and the type of business the youth are engaged in.

##### 4.3.1 Distribution of the respondents by gender

The study established that there were 58.6% male respondents and 41.3 female respondents and indicated in table 4.1.

**Table 4.1: Distribution of the respondents by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	51	59.30
Female	35	40.70
<b>Total</b>	<b>86</b>	<b>100.00</b>

From table 4.1, male respondents are more than female. This shows that more males have taken up leadership positions in youth groups than female and more men have benefited from the youth fund.

#### 4.3.2 Distribution of respondents by age

Majority of the respondents are in the age bracket of the youth group which is 18-35 years. This is indicated in table 4.2.

**Table 4.2: Distribution of respondents by age**

Age	Frequency	Percentage
18-24	30	34.88
25-30	40	43.48
31-35	15	16.30
Above 35	1	1.09
<b>Total</b>	<b>86</b>	<b>100.00</b>

In the table 4.2, many of the respondents are in the age of 25-30 years which is 43.48%. Only 1.09% of the respondents are above the recommended 35 years. This was attributed to the fact that the respondents were within the youth age bracket when taking up the YEDF but the respondents above 35 years are preparing to relinquish leadership to those below 35 years as required by the regulations.

#### 4.3.3 Marital status

As indicated in table 4.3, most of the youth respondents are single.

**Table 4.3: Marital status of the respondents**

Marital status	Frequency	Percentage
Married	39	45.35
Single	47	54.65
Others	0	0.00
<b>Total</b>	<b>86</b>	<b>100.00</b>

As indicated in table 4.3, more unmarried people engage in youth group activities. This is because most youth in this age group are still settling in jobs hence not yet settled in marital matters.

#### **4.3.4 Type of business**

The study established that majority of the youths groups are engaged in service provision business. This is indicated in table 4.4

**Table 4.4: Type of business operated by the youth groups**

<b>Type of business</b>	<b>Frequency</b>	<b>Percentage</b>
Farming	15	17.44
Small-scale manufacturing	6	6.98
Service	36	41.86
Retail business	28	32.56
Others	1	1.16
<b>Total</b>	<b>86</b>	<b>100.00</b>

As indicated in table 4.4 most youth groups provide services as their form of business. The service business involves providing various services to the community at a given cost which include operating motorcycle commonly known as “bodaboda” and garbage collection. Some of the youths also engage in farming activities. The small-scale manufacturing includes the cottage industries such as jua kali industries.

#### **4.4 Level of Education of youth on the effectiveness of YEDF**

The study sought to find out how the level of education determines effectiveness of YEDF. The respondents were asked to indicate their highest level of education. This is indicated in table 4.5.

**Table 4.5: Highest level of education attained by the respondents**

<b>Education Level</b>	<b>Frequency</b>	<b>Percentage</b>
Primary	20	18.60
Secondary	38	44.18
Certificate	16	23.26
Diploma	8	9.30
Degree	4	4.66
Others	0	0.00
<b>Total</b>	<b>86</b>	<b>100.00</b>

As shown in table 4.5, the study established that many of the respondents have attained basic education majority of the respondents have completed secondary education which is at 44.18%. However, the number of respondents with diploma and degree are few. Youths with Diplomas and Degrees are mostly interested in looking for formal employment hence YEDF has not been attractive to them. Although education does not transform to success, it facilitates effective and efficient management of projects training on financial management hence it facilitates project success.

#### **4.4.1 Training on financial management**

The study sought to know whether youth groups had been trained on financial management. Table 4.6 indicates that only 23.25% had been trained on financial management whereas 76.75% had not been trained on financial management.

**Table 4.6: Training on financial management**

<b>Training on financial management</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	20	23.25
No	64	76.75
<b>Total</b>	<b>86</b>	<b>100.00</b>

From table 4.6 only 23.25% of the respondents had received training on financial management whereas 76.75% had not had their training on financial management.

It was established that there majority of the groups had not been trained on financial which is 76.75% of the groups that have access YEDF funds. The aim of the training is to help the youths to utilize the YEDF loan efficiently and achieve optimum benefits. Moreover, since the loan is repayable, training on financial management will help in establishment of successful businesses and enhance ability to repay the loan.

#### **4.4.2 When the training on financial management was offered**

Most of the respondents were trained on financial management after receiving the YEDF loan (91.86%) and only 8.14% of the respondents were trained before the disbursement of the funds.

#### **4.4.3 Who offered the training on financial management?**

The study established that the groups that had been trained on financial management were mainly trained by other institutions.

This is shown in table 4.7.

**Table 4.7 Who offered the training on financial management?**

<b>Trainer</b>	<b>Frequency</b>	<b>Percentage</b>
Youth officers	5	25
Others	15	75
<b>Total</b>	<b>20</b>	<b>100.00</b>

As indicated in the table 4.7, 75% of the respondents were trained with other institutions that of financial training and only 25% of the group were trained by the youth officers. Equity bank offered training to groups as long they are registered.

#### **4.5 Monitoring and evaluation of on the effectiveness of YEDF**

The study sought to establish how monitoring and evaluation of youth projects determined effectiveness of YEDF. In this regard, the researcher wanted to find out

whether youth groups are visited by officers from the department of youth services and if they do, how often. The researcher also wanted to find out whether the officers were linking youth groups with successful entrepreneurs for mentorship purposes. The study also wanted to establish whether groups are supposed to make any form of reports and how often.

#### **4.5.1 Monitoring of youth groups**

The study established that 52.32% of the groups had been visited by youth officers for the purpose of monitoring and evaluation. This is indicated in table 4.8.

**Table 4.8: Monitoring by Youth Officers**

	<b>Frequency</b>	<b>Percentage</b>
Yes	45	52.32
No	41	47.68
<b>Total</b>	<b>86</b>	<b>100%</b>

As indicated in table 4.8, 52.32% of the respondents confirmed that indeed officers from the youth department had visited them for monitoring purposes. 47.8% of the respondents had not been visited. Monitoring and evaluation by youth officers is still low hence hampering progress of youth groups. Monitoring is a regular process that helps to keep track on organizational goals and objectives and hence should be part and parcel of project implementation.

#### **4.5.2 Number of visits by the officers from the department of youths**

Majority of the groups were visited after 6 months this represents 46.66% of the groups. This is shown in the 4.9



**Table 4.9: Number of visits by the officers from the department of youths**

<b>Number of visitations</b>	<b>Frequency</b>	<b>Percentage</b>
After 3 months	20	44.44
After 6 months	21	46.66
once a year	4	8.90
<b>Total</b>	<b>45</b>	<b>100.00</b>

As indicated in table 4.9, the number of visits by the officers from the department of youths to different youth groups varied. The visitations vary from one group to another since the members can invite the officers and the officers are required to visit the beneficiary groups at least once a year. This is attributed to the vastness of the sub-county and limited staff in the department of youth in the sub-county.

#### **4.5.3 Linking YEDF beneficiary youth groups for mentorship.**

The study sought to know if youth groups that benefit from YEDF are linked to other successful entrepreneurs. Majority of the respondents stated that there had been no linkage by the officers to successful entrepreneurs. This is indicated in table 4.10.

**Table 4.10: Linking YEDF beneficiary youth groups for mentorship**

<b>Officials link</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	21	24.42
No	65	75.58
<b>Total</b>	<b>86</b>	<b>100.00</b>

The table 4.10 shows the linkage of the YEDF youth group beneficiaries to successful entrepreneurs by the officers in the department of youth. Only 26.09% of the respondents have been linked to successful entrepreneurs for mentorship. The aim of the linkage is to provide mentorship in business management and growth.

#### 4.5.4 Submission of progress reports by beneficiary groups

The youth groups that acquire the YEDF loan are required to submit progress reports for their investments. However, the submission is not mandatory or the enforcement of the submission is not in place.

**Table 4.11: Submission of progress reports by beneficiary groups**

<b>Submission of progress report</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	29	33.72
No	57	66.28
<b>Total</b>	<b>86</b>	<b>100.00</b>

From table 4.11, 66.28% of the respondents do not submit their progress reports to the youth department in the sub-county whereas 33.72% submit. Without progress reports it is difficult to know the performance of the youth groups.

#### 4.5.5 Duration of submitting the progress reports

The study found out that majority of the respondents progress reports on quarterly basis. This is 90% of the groups as shown in table 4.12.

**Table 4.12: Duration of submitting the progress reports**

<b>Duration of submitting reports</b>	<b>Frequency</b>	<b>Percentage</b>
Monthly	0	0.00
Quarterly	54	90.00
Half year	6	10.00
Yearly	0	0.00
<b>Total</b>	<b>60</b>	<b>100.00</b>

From table 4.12 majority to the respondents submit their reports on quarterly basis whereas 90% of the respondents submit half yearly.

#### **4.6 Entrepreneurial skills on effectiveness of YEDF**

The researcher wanted to find out how skills on entrepreneurship had helped empower the youth to effectively implement and manage their projects. The respondents were asked to respond on the amount of time dedicated for their business operations, to rate importance of various skills on business operations, state the length of their business ventures.

##### **4.6.1 Time dedicated in business operations**

The study sought to know the amount of time the youth dedicated to their venture. From the study, the time scheduled for business operations vary with the type of business and the amount of time demanded by the business. Majority of the youths use 5-7 hours in business operations. This is shown in table 4.13.

**Table 4.13: Time dedicated in business operations**

<b>Time in business</b>	<b>Frequency</b>	<b>Percentage</b>
0-4hours	10	10.87
5-7hours	35	38.04
8-10hours	28	30.43
above 10 hours	13	14.13
<b>Total</b>	<b>86</b>	<b>100.00</b>

From the table 4.13, many of the respondents dedicate 5-7 hours to business every day. Some respondents stated they dedicate 8-10 hours to business daily. However, few respondents stated they dedicate 0-4 hours and above 10 hours in business daily. This depends on the kind of business the youth operate.

##### **4.6.2 Duration of the business ventures**

Many of the businesses have been in operation for less than five years. Many businesses have been in operation between for not less than 5 years which is 89.53 % as indicated in table 4.14.

**Table 4.14: Duration of the business ventures**

<b>Business duration</b>	<b>Frequency</b>	<b>Percentage</b>
0-5 years	77	89.53
6-8 years	9	10.47
above 8 years	0	0.00
<b>Total</b>	<b>86</b>	<b>100.00</b>

From table 4.14 above, majority of the business ventures are 5 years and below in operation (89.53%) whereas only (10.47%) of the business are between 6 to 8 years of operation. This shows that most business ventures were started within the launch of the YEDF.

#### **4.6.3 Number of times the groups have accessed the YEDF**

The study established that most groups have received the funds between 1 and 2 times since the launching of the fund and there are no groups that have received the YEDF above six times as shown in table 4.15.

**Table 4.15: Number of times the groups have accessed the YEDF**

<b>Receiving YEDF</b>	<b>Frequency</b>	<b>Percentage</b>
1-2 times	65	75.58
3-5 times	21	24.42
6-9 times	0	0.00
More than 9 times	0	0.00
<b>Total</b>	<b>86</b>	<b>100.00</b>

As indicated in the table 4.15, majority of the respondents have accessed YEDF between 1 and 2 times this is 75.58%. This is attributed to the fact that the group has to clear amount advanced to it before seeking for another loan and only 24.42% of the groups have accessed the loan between three and five times.

#### 4.6.4 The importance of various skills in business operation

The study sought to show the rating of various skills in business according to their level of importance. The rating is based on a 5-point Likert scale. The skills being rated include business management, finance management, record and book keeping, marketing of products and experience in business management.

**Table 4.16 The importance of various factors in business**

	<b>Not important at all</b>	<b>Less important</b>	<b>Important</b>	<b>Fairly important</b>	<b>Very important</b>
Business management	0	0	10	20	56
Finance management	0	0	10	18	58
Record keeping	0	0	4	26	56
Marketing	0	0	4	18	64
Experience in business operation	6	0	4	16	60
<b>Total</b>	<b>6</b>	<b>0</b>	<b>32</b>	<b>98</b>	<b>294</b>

In the table, 6% of the respondents stated that experience was not important in business operations. Some few respondents stated that the different skills were important in business operations. Furthermore, many of the respondents depicted that the five skills were very important in business operations as shown in the last column.

#### 4.6.5 The use of entrepreneurial skills in business

The table above shows a 5-point Likert scale of the four entrepreneurial skills in youth businesses. The respondents were required to rate the ease of application of the four entrepreneurial skills in managing their businesses.

**Table 4.17: The use of entrepreneurial skills in business**

	<b>not easy at all</b>	<b>less easy</b>	<b>Moderate</b>	<b>fairly easy</b>	<b>very easy</b>
Financing through YEDF	0	40	10	36	0
Record keeping	2	0	8	42	34
Marketing products	4	0	32	26	24
Business growth	16	0	30	22	18
<b>Total</b>	<b>22</b>	<b>0</b>	<b>80</b>	<b>126</b>	<b>116</b>

From the cross table, the responses were varied though many respondents rated the four skills as fairly easy and very easy. Some few respondents stated that record keeping, marketing products and business growth were not easy at all. There were also a significant number of respondents that stated that the application of the skills was moderate. This was an average level whereby the respondent could not state the application as easy or not easy.

#### **4.6.7The important skills in business operation**

The cross table below indicates the important skills in business operations. In this category, the respondents were required to indicate the skills that they felt were important in their business operations.

**Table 4.18: The important skills in business operation**

	<b>not necessary</b>	<b>less necessary</b>	<b>necessary</b>	<b>fairly necessary</b>	<b>very necessary</b>
Book keeping	0	0	0	21	65
Managerial skills	0	0	8	24	54
Proposal writing	7	17	43	11	8
Financial management	0	0	12	34	40
<b>Total</b>	<b>7</b>	<b>17</b>	<b>63</b>	<b>90</b>	<b>167</b>

The responses indicate that book keeping, managerial skills and financial management were very necessary in business operations. However, proposal writing was not rated as very necessary, but it is a necessary component in youth business. Moreover, some respondents stated proposal writing as less necessary and not necessary at all.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter is mainly focused with summary of findings. From the findings conclusions were made as well as recommendations that can be used to improve the Fund to make it more effective in terms of youth empowerment. The chapter is hence organized into four key sections; summary of the findings, discussions and conclusions as well as recommendations. These sections were informed by the objectives of the study.

#### **5.2 Summary of findings**

The findings of the study were presented according to the objectives of the study.

##### **5.2.1 Extent to which level of education determines effectiveness of YEDF**

As revealed by the study, 23.26% of the respondents had primary education as their highest level of education, 44.18% had attained secondary education, 18.60% had certificate, 9.30% had a diploma and only 4.66% were graduates. This is further aggravated by the fact that 76.75% of the respondents were not equipped with any form of training before being issued with loans.

This shows that majority of the youth who access YEDF are youths who have completed secondary education and have not been able to further their education due to various factors. The diploma, degree and postgraduate youths are shying away from taking the YEDF loan this is because they tend to look for formal employment in either private or public sector rather than engaging in self-employment.

This confirms the study by Kinyua (2009) that established that 67% of the respondents had not prior training before receiving loans. In his study, Mburu (2008) and Kitonga (2012) established that the youth needed to be trained on how to manage their ventures.

### **5.2.2 Monitoring and evaluation of youth projects on effectiveness of the YEDF**

The study also revealed that monitoring groups by Youth Officers was poor. 47.68% had not been visited. Monitoring and evaluation is an important exercise for the success of youth projects. The study revealed that only 52.22% of the projects had been visited by the youth officers and hence monitoring was wanting. The monitoring was also done sporadically with 44.44% being visited after every three months, 46.66% after six months and 8.90% annually. As attested by 72.9% of the respondents, the groups were not required to make any reports. This further led to less monitoring exercises. Although liaison is very vital for leverage and expanding ones market, the study revealed that Youth officers were not doing much in linking the youth with successful entrepreneurs and neither were the youth doing it for themselves.

### **5.2.3 Entrepreneurial skills on the effectiveness of the YEDF**

The entrepreneurial skills are important in any business venture since they help in business management and growth. In youth projects, the entrepreneurial skills are vital in managing and expanding the business to enable the youths to repay the YEDF loan. The training offered to the youths after acquiring the YEDF is on entrepreneurship. According to Buckley 1993, entrepreneurship skills help in enhancing production, processing, marketing, and managing the different sections of the business to optimize profit margins. Buckley 1993 depicts that an entrepreneur should ensure the customers are satisfied with the products they purchase from the business. The youths have been instrumental in implementing the entrepreneurial skills in their investments. From the information obtained from the respondents, many youths dedicate 5-7 hours (38.04%) and 8-10 hours (30.43%) in their businesses. Furthermore, there are youths that dedicate more than 10 hours in their business. Although the time dedicated to business varies with the nature of the business, the dedication of the maximum time is an indication of the commitment of the youths to their businesses. This has enabled the businesses to survive for several years without collapsing.

In the results, many businesses have lasted for less than five years (89.53%). although this is appropriate considering the release of the YEDF and its availability to the youths,



the projects that have lasted for more than one year show a sign of succeeding. Ameyia 2011 states that the biggest challenge for youth groups is disintegration once they receive funds due to conflicts resulting from diverse ideas of the use of money. Moreover, there are youth businesses that have lasted for 6-8 years (10.47%). These include businesses that had been established before the youth fund was available to the groups. The YEDF is now approximately eight years old. However, a period of about three years was lost after the fund was launched during which the government was developing the necessary strategies for issuing the YEDF loan.

When the youths are able to repay their first loan, C-YES, they qualify for the next loan of E-YES. Through these strategies, the youths are able to finance their businesses to grow. In the findings, 75.58% of the respondents said they have received the YEDF 1-2 times and 24.42% have received the YEDF 3-5 times. The subsequent receiving of the funds is an indication of growth in the investment and thus the youths are able to repay their loans.

### **5.3 Discussion of findings alongside research objectives**

In this section, the researcher made discussions in line with the objectives of the study which were level of education, entrepreneurial skills and monitoring and evaluation in determining the effectiveness of YEDF for youth empowerment.

#### **5.3.1 How level of education determines effectiveness of YEDF**

This was guided by the objective —to establish how level of education determines effectiveness of YEDF for youth empowerment in Gilgi Sub-county, Nakuru County.

As revealed by the study, 18.60% of the respondents had primary education as their highest level of education, 44.18% had attained secondary education, 23.26% had certificate, 9.30% had Diploma and only 0.8% were graduates. This is further aggravated by the fact that 76.75% of the respondents were not equipped with any form of training before being issued with loans. This confirms the study by Kinyua (2009) that established that 67% of the respondents had not prior training before receiving loans. In his study, Mburu (2008) and Kitonga (2012) established that the youth needed to be trained on how to manage their ventures.

### **5.3.2 How entrepreneurial skills determines effectiveness of YEDF**

The objective guiding this was to assess how entrepreneurial skills determine effectiveness of YEDF for youth empowerment in Gilgil Sub-county, Nakuru County.

The study established that majority of the respondents found entrepreneurial skills such as business management, financial management, book keeping, and marketing to be very effective. However, despite their importance, the youth had not been equipped with these essential skills.

Entrepreneurship opportunities and training provide the youth with employment, education development and self-empowerment. Entrepreneurial education is vital and empowering since it helps build on people's capacity to take charge of their lives. This is attested by Mulwa (2008) who stated that capacity building is an essential factor for the sustainability of community development initiatives.

### **5.3.3 Determine how monitoring and evaluation determines effectiveness of YEDF**

This was guided by the objective to determine how monitoring and evaluation determines effectiveness of YEDF for youth empowerment in Gilgil Sub-county, Nakuru County.

The study established that 52.32% of the groups had been monitored. However, for effective project implementation and for the Fund to empower the youth effectively and efficiently, regular monitoring has to be done and proper evaluation of youth projects. Hence, youth officers need to aim at reaching 100% in monitoring youth projects. As noted by Nyonje, Ndunge, and Mulwa (2012), and Mulwa (2008) project monitoring is an on-going activity meant to track project progress against planned tasks that involves measuring, assessing, recording and analysing the project information. Youth officers have to engage the youth in continuous participatory monitoring of their projects to ensure that the projects are kept abreast to their goals and objectives and to ensure that the youth fund is utilized for its intended purposes.

## **5.4 Conclusions**

The main objective of this study was to establish the determinants of effectiveness of youth enterprise development fund on youth empowerment. This was done by measuring

level of education, entrepreneurial skills as the aspect of monitoring and evaluation. The study revealed that 44.18% had attained secondary education, 52.32% had been visited by youth officers, 41.86% were engaged in retail business 75.58% were still in their first loan or second. 76.75% had not been trained, 66.28% attested that they were not providing any form of reports and 45.8% had not been monitored. The amount of loans issued by YEDF is very small compared to the number of people in each group who expect to benefit from it hence the trickle-down effect becomes difficult to realize. With proper monitoring, groups can be motivated to repay their loans in order to qualify for successive loans. Regular monitoring should also be implemented to ensure that groups actually engage in what they say they want to do when asking for the loans. Proper monitoring will also help curb double registration which facilitates loan defaulting since the youth are able to join other groups and acquire new loans. This will help save a lot of money for government and ensure that only deserving youth are given loans. From the findings of this study, it is clear that the Fund is yet to empower the youth as it should, many young people are still unemployed with 21% of the youth still looking for jobs. Youth bulge still poses another major challenge and hence the Fund must be directed to its paramount aim of empowering the youth in order to address youth unemployment in Kenya.

### **5.5 Recommendations**

- i. The achievement of youth unemployment and vulnerability is a milestone, which requires critical thinking to come up with working solutions to achieve the milestone. The current achievements are baby-steps towards the milestone distance. In this respect, there is need for constant review of the policies in relation to the anticipated objectives. The unachieved objectives should not be scrapped from the list, rather there should review of the strategies to help achieve the objectives.
- ii. There is need to include all the stakeholders involved in youth related activities. This will help in addressing the challenges that face the youths and avoid overlapping of the activities between different groups and institutions. The

involvement of all stakeholders in youth affairs will help in developing a common goal whereby each group can work towards achieving the common goal.

- iii. There is a need to increase the outlets of the YEDF such as including the small microfinances such as Sacco in disbursing the loan. This is because there is only one office in the sub county and banking institutions are not available at the village. The small microfinances are known to have friendly and flexible terms when offering loans to customers thereby attracting many low income-earning people. The microfinances can help in reaching many youths at the village level who avoid large banks.
- iv. There should be establishment of forums to link the youths to successful entrepreneurs in the sub county or outside the sub county. The research study found that there was no linking of youths for mentorship programs. The linking helps in providing mentorship to the youths, which can help in addressing some of the challenges encountered by the youths in the day-to-day operations. The mentors guide the youths to succeed in their ventures

### **Recommendation for youth groups**

Group cohesiveness is an important factor for the success of the group activities. One of the challenges facing the youths is establishing and sustaining the groups. Some groups disintegrate after receiving the funds due to differences in investment ideas. Therefore, the youths should vet group members that may cause group disintegration in the future.

The youth groups should also seek for other available opportunities to solve their own problems such as unemployment and engagement in criminal activities. The youths have better coherence of the challenges facing them and can easily develop strategies to overcome the challenges. This will reduce overreliance on government and donor organization to help in solving the challenges facing the youths.

### **5.5.3 Areas of further research**

The research study focused on the effectiveness of the YEDF in empowering the youths. The study derived various factors such as education level, monitoring and evaluation, and

entrepreneurial skills, which are vital in empowerment of the youths economically. However, there is a need for further research in other areas of the YEDF.

1. The future researches should quantify the impacts of the YEDF fund both positive and negative impacts. The positive impacts include youth groups that have benefited from the YEDF. The negative impacts include youth groups that have collapsed or made losses after acquiring the YEDF loan.
2. Further research should be carried out to establish how the Fund has benefited female youth since it was revealed that more males as compared to females had benefited.

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**APPENDICES**

**Appendix I: Letter of Transmittal**

Asinah Ashiku,  
University of Nairobi  
P.O. BOX 1120  
Nakuru

16/06/2014

Dear Respondent,

**RE: INTRODUCTION LETTER**

I am a student of the above named institutions at Nakuru Extra Mural Centre. I am currently pursuing a degree in Masters of Arts in Project Planning and Management. I am now in the process of carrying out a study or research as part of the university requirement.

My research area is on the effectiveness of youth enterprise Development. I intend to carry out a study to establish the determinants of effectiveness of Youth Enterprise Development Fund in Gilgil Sub-county, Nakuru County, Kenya.

This research is aimed at gathering youth experiences concerning the YEDF and how it has been effective in attaining its goals.

I am glad to notify you that you are one of the randomly selected participants for this study. I humbly request you to provide me with the information being inquired in the questionnaire provided. The information provided will be confidential and will only be used for academic purpose.

Thanks in advance.

Yours Sincerely,

.....

Asinah Ashiku

## Appendix II: Krejcie and Morgan Sample Size Determination

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

### KEY

—N is population size

—S is sample size.

### **Appendix III: Questionnaire**

The researcher is a Masters student at the University of Nairobi undertaking a Masters Degree in Project Planning and Management. The topic of the study is to assess the determinants of effectiveness of Youth Enterprise Development Fund. Please note that any information provided in these questionnaires will be strictly confidential and will be used for academic purposes only. The research study evaluates on the effectiveness of Youth Enterprise Fund in enhancing empowerment of youths in Gilgil Sub County.

Please put a tick in the box [ ] next to the right response.

#### **Section A: Personal Data**

1. What is your age?

18-24 [ ]

25-30 [ ]

31-35 [ ]

Above 35 years [ ]

2. Gender of the respondent

Male [ ] Female [ ]

3. Marital status of the respondent

Married [ ] Single [ ]

Others (specify) .....

4. What type of business do you operate?

Farming [ ]

Small-scale manufacturing [ ]

Service business [ ]

Retail business [ ]

#### **Section B**

**To establish how the level of education of the youths determine effectiveness of youth enterprise development fund.**

5. What is your highest educational level attained?

Primary [ ] Secondary [ ] Certificate [ ]

Diploma [ ] Degree [ ]

Others specify.....

6. Were you offered any training on financial management?

Yes [ ] No [ ]

7. If yes when was the training offered?

a. Before funds were disbursed [ ]

b. After funds were disbursed [ ]

8. Who conducted this training?

Sub-County Youth Officers [ ]

Other [ ] (Please specify) .....

**SECTION C**

**To determine how Monitoring and Evaluation of youth projects determines effectiveness of YEDEF**

9. Have you ever been visited by any official from the Department of youths?

Yes [ ] No [ ]

10. If yes, how many times per year?

After every 3 months [ ]

After Six months [ ]

Once a year [ ]

11. Do the officials link you up with excelling business personnel for mentorship?

Yes [ ] No [ ]

Are you required to submit any progress report to the Department of Youths?

Yes [ ] No [ ]

If yes, what kind of report(s) do you make and how often? (Kindly indicate your recommendations regarding monitoring and evaluation in terms of youth empowerment).

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**SECTION D**

**To determine the extent to which the entrepreneurial skills of youth influence the effectiveness of YEEDF.**

12. Approximately how many hours do you put up for your venture in a day?
- a. 0-4 [ ]
  - b. 5-7 [ ]
  - c. 8-10 [ ]
  - d. Above 10 hours [ ]
13. How long have you operated your venture?
- a. 0-5 years [ ]
  - b. 6-8 years [ ]
  - c. Above 8 years [ ]
14. How many times have you accessed the Youth Enterprise Development Fund?
- a. 9-6 times [ ]
  - b. 5-3 [ ]
  - c. 2-1 [ ]
  - d. Never acquired the loan
15. How do you rate the importance of the entrepreneurial skills in business?

Question/ Rating	Not important at all	Less important	Important	Fairly important	Very important
Training in business management					
Training in finance management					
Training in record and book keeping					
Training on marketing of products					
Experience					

in business management					
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16. Rate the following skills according to the importance in your business.

<b>Area/Rating</b>	<b>Not necessary at all</b>	<b>Less necessary</b>	<b>Necessary</b>	<b>Fairly Necessary</b>	<b>Very necessary</b>
Book keeping					
Managerial skills					
Proposal writing					
Financial management					

**THANK YOU**